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ABSTRACT

This paper describes the successful implementation of an inclusion program which placed students with mild disabilities in regular education classes in a rural Louisiana school system. A unique quality of this program is that it utilized only existing staff. Advantages and disadvantages of such a program and the seven-step program development and implementation process are itemized. A brief teacher survey to determine attitudes toward students with disabilities is included. Also outlined are criteria for student selection; criteria for student performance; an example of an individualized education program (IEP) objective; an example of an IEP goal; and job responsibilities of the special education teacher, the paraprofessional, and the general education teacher. The program has served 17 students in its first year of operation. Substantial academic and social progress was observed by the end of the school year, parental support had increased, and more general education teachers wanted to be involved in the inclusion program. An attached form identifies both mandated and recommended instructional modifications. Also attached is a handbook of instructional modifications used in the program. Modifications address assignments, content, tests, instructional activities for different learning styles, alternatives to written reports, alternative approaches to student grading, notebook organization, color-coding textbooks and assignments, and peer tutors. (Contains 10 references.) (DB)

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Proof Positive...Inclusion Works
Topic Area: Learning Disabilities

Gerlinde G. Beckers & Julia S. Carnes

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Proof Positive...Inclusion Works
Topic Area: Learning Disabilities

ABSTRACT: This session focused on the successful implementation of an inclusion program in a rural school system. Information was discussed regarding a program designed to place students with learning disabilities into all regular education classrooms. Strategies for preplanning, scheduling, and modifications to meet individual student needs were shared.

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CEC Annual Convention (73rd, Indianapolis, IN, April 5-9, 1995)

Generally, school districts in rural areas experience certain inherent problems in providing and coordinating services for students with disabilities. The special education population is very diverse but fewer in number than larger school systems. Thus, staff is limited. While the special education administrator and teachers may be committed to providing services to students in more innovative ways, the staff limitation may hinder the development of new approaches. Providing an inclusion education program in a rural system can present a major challenge. However, it can be done. The unique quality of the program discussed here is that it did not require the hiring of additional staff. Available staff were utilized to implement this program.

Prior to the inclusion movement, students with disabilities were identified by school personnel, labeled by pupil appraisal multidisciplinary teams, separated by Individualized Education Programs (I.E.P.), and sometimes forgotten by all. Usually, these

students were placed in a "special" classroom with other "special" students. In many cases they were literally buried within the walls of the special education classroom and spent many years falling behind academically. The Morning Advocate (a Baton Rouge, LA newspaper) reported that "less than two percent of special education students ever return full time to general education. (1987)". Moreover, the large numbers served by one special education teacher and one paraprofessional can virtually nullify the individualized teaching as proposed in the I.E.P.

The Team Inclusion Program (TIP) enables students with learning disabilities to be involved in an inclusion setting in their least restrictive environment, which is the general education classroom. This program provides the true specially designed regular education placement as required and intended by the I.E.P. Gluckman and Zirkel redefined that "under the Individuals with Disabilities Education Act (IDEA), certain classifications of students are entitled to procedural safeguards for an "appropriate" education in the "least restrictive environment". (1993).

Current research reflects that pull-out programs are ineffective in remediating academic deficits and, in fact, inhibit academic and social growth. Inclusion programs are successfully remediating academic deficits and providing a quality education for students with disabilities while at the same time ensuring appropriate social growth and peer interactions. Pat Cooper, former West Feliciana Parish (LA) School Superintendent, recently reported that during the first three years of their inclusion program, standardized test scores increased by approximately ten percent, the number of elementary

students sent to the office for disciplinary problems decreased by twenty-three percent (1993).

ADVANTAGES OF PROGRAM

- Increases the self-esteem of students with disabilities.
- Modifications are extended to non-disabled students who are academically at risk.
- Creates a supportive environment between general education and special education teachers.
- Displays a realistic view of academic functioning abilities of students with mild disabilities in their least restrictive environment.
- Provides appropriate academic and social role models for students with mild disabilities.
- Decreases curricular repetition which often occurs in special education classrooms.
- Decreases negative perception of special education and students.
- Cost effective due to more efficient use of classroom space and equipment.
- Decreases the time required for students to change classes, therefore, more time effective.
- Decreases the dependency of students with disabilities upon special education teachers.

DISADVANTAGES OF PROGRAM

- Does not meet the needs of all students with disabilities.
- May provoke negative anxieties with both parents and regular education teachers.
- Classroom and teacher scheduling.
- Change within typical special education services and attitudes of teachers.

METHOD

Step 1 - Conduct a survey to target general education teachers who are eager to participate in a full inclusion program.

Step 2 - Identify students who have a high probability of academic success in the full inclusion program.

Step 3 - Identify prospective general education teachers based on grade level.

Step 4 - Consult with school administrators and parish Director of Special Education.

Step 5 - Schedule students with prospective homeroom teachers.

Step 6 - Inservice participating classroom teachers in order to clearly define teaching roles, responsibilities and program procedures.

Step 7 - Inservice parents, then conduct new IEP conferences to develop new goals and objectives and to obtain parental permission.

TEACHER SURVEY

Teachers: Please complete the following survey on inclusive education. THANK YOU!

1. Do you feel special education as it is today is benefiting disabled students in reaching their highest potential?

YES NO

2. Are there other students in your classroom who could benefit from extra help who do not currently receive any special services?

YES NO

3. Do you feel non-disabled students benefit academically form helping (peer-tutor) students with disabilities?

YES NO

4. Do you think labeling students "special education" is harmful to students' self-esteem and peer relationships?

YES NO

5. Are you familiar with the term "Full Inclusion" and what it represents?

YES NO

6. Are you willing to open your classroom to additional educational personnel?

YES NO

If yes, please sign your name: _____

CRITERIA FOR STUDENT SELECTION

- Classified as mildly disabled
- Be no more than an average of two grade levels below current grade placement
- Display ability to adapt to general classroom setting
- Have a high motivation to succeed
- Parent and student are supportive of program

CRITERIA FOR STUDENT PERFORMANCE

- Maintain passing grades in general class
- Achieve I.E.P. goals and objectives
- Fulfill pupil progression requirements
- Achieve the curriculum objectives on objective cards

EXAMPLE OF I.E.P. OBJECTIVE

The student will complete classroom and/or home learning projects in math with 75% accuracy, 4 out of 5 projects attempted, as evidenced by teacher's records.

EXAMPLE OF I.E.P. GOAL

The student will pass the third grade mathematics curriculum with modifications.

JOB RESPONSIBILITIES

Special Education Teacher

- Supervise paraprofessional
- Develop I.E.P.s
- Schedule instructional times and locations
- Collaborate with general education teacher to modify lessons and materials
- Provide small/large group instruction
- Maintain records and document data
- Engage in on going self-monitoring of inclusion program
- Provide tutoring and support services
- Be flexible

PARAPROFESSIONAL

- Provide small group instruction as assigned by special education teacher
- Maintain records and document data
- Act as liaison between regular education and special education teachers
- Assist as needed in modifying lessons and materials
- Be flexible

GENERAL EDUCATION TEACHER

- Provide small/large group instruction
- Collaborate with special education teacher on lesson plans and modifications
- Make lesson plans accessible to special education teacher within a reasonable time period prior to date lesson is taught
- Maintain required attendance records and grade book
- Be flexible

IMPLEMENTATION OF PROGRAM

Based upon current performances, the special education teacher and general education teachers selected approximately seventeen students

with mild disabilities to participate in this program for the 1994-95 school year. These students remained in general education classrooms for all academic subjects. Modifications and assistance were provided by a special education teacher and/or a trained paraprofessional. Modifications and assistance were extended to include non-disabled students who were considered to be at risk academically. The special education and general education teacher team taught whenever possible. In her attempt to define Regular Education Initiative (REI), Wood said, "the REI calls for a restructuring of special and general education to create a partnership among educators from both disciplines to better serve all students, Typically, the REI focused on two groups of low performing students-those identified as mildly disabled and those at risk for school failure. (1992)"

CONCLUSION

As the school year, 1994-95, came to an end, tremendous progress had been realized through the inclusion program. All of the students had progressed socially and academically (on grade level); parental support had increased phenomenally; and general and special education teachers were working together as a team to provide a maximized quality education for students with learning disabilities. Moreover, parents of students with learning disabilities, could now see that it is possible for their children to be included in all general education classes and succeed. More general education teachers wanted to be involved in the inclusion program. They wanted to be identified with the successful implementation of the program.

Notwithstanding the difficulties that rural areas traditionally have experienced when implementing new concepts in special educational services, the inclusion program in the Doyle School (located in rural Livingston Parish, LA) has produced great success through systemized planning and teamwork.

INSTRUCTIONAL MODIFICATIONS FORM

Instructional Methods and Materials Modifications

To:_____ **Re:**_____
General Education Teacher Student's Name

From:_____ **Subject:**_____
Special Education Teacher

To provide this student a well-balanced curriculum in a manner appropriate for his/her needs, it is imperative that general education and special education teachers coordinate efforts. Following are mandated and suggested modifications which should enable this student to achieve his/her potential.

MODIFICATIONS MANDATED BY I.E.P. CONFERENCE DATED:_____

Modifications needed for testing:

___Braille	___Transferred Answers	___None
___Large Print	___Extended Time	
___Answers Recorded	___Math Test Read Aloud	
___Repeated Directions	___Individual/Small Group	
___Sign Language Assistance	___Other_____	

Modifications needed in regular class:

___None	___Communication Assistance
___Oral Testing	___Preferential Seating
___Extended Time	___Advanced Organizers
___Tape Recorder	___Large Print/Braille
___Peer Tutor	___Auditory Aids
___Visual Aids	___Technological Aids

___Other_____

_____

SUGGESTED, NOT MANDATED, MODIFICATIONS:

___Oral test given with language adjusted to students ability level

___Utilize several channels (auditory, visual, tactile, kinesthetic)

___Encourage cooperative learning; paired working arrangements

___Limit copying tasks

___Provide students with carbon copy of class notes taken by a capable student

___Reduce length of assignments and number of assignments (Emphasize essential concepts

___Allow use of taped materials - text

___Encourage self-monitoring

___Contract

___Daily/Weekly note to parents

___Encourage use of an assignment notebook

___Student should face teacher during oral instruction

___Give frequent, positive reinforcement

___Other_____

PLEASE FEEL FREE TO CONTACT ME IF YOU HAVE ANY QUESTIONS!

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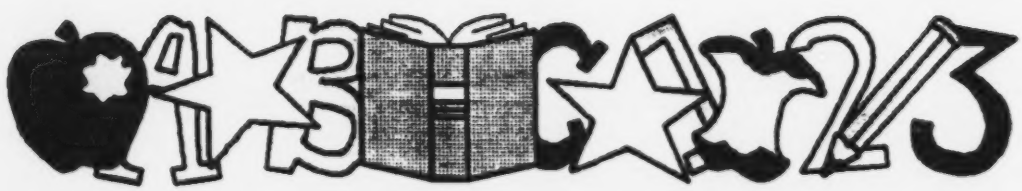
READY SET MODIFY

A HANDBOOK OF INSTRUCTIONAL MODIFICATIONS

TABLE OF CONTENTS

Assignments	Page 1
Content	Page 3
Tests	Page 4
Instructional Activities for Different Learning Styles	Page 6
Alternatives to Written Reports	Page 7
Alternative Approaches to Student Grading	Page 8
Organizational Notebook	Page 9
Color-Coding Textbooks and Assignments	Page 10
Peer Tutors	Page 11



ASSIGNMENTS

ASSIGNMENT SUGGESTIONS:

1. Assignment for week on the board
2. Calendar of assignments - weekly and/or monthly
3. Assignment on audio tape recorder
4. Use assignment sheet or notebook
5. Taping important reading materials
6. Reducing written work - homework and throughout the day
7. Reviewing skills daily
8. Reducing length of assignments
9. Breaking assignment into smaller tasks
10. Different format to teach same content
11. Providing study aids
12. Allowing compensatory devices (dictionary, calculator)
13. Emphasizing quality rather than quantity
14. Provide extra credit/outside assignments
15. Allow alternatives to written assignments/projects
16. Journal writing
17. Typewriter/wordprocessor
18. Group projects
19. Repeat instructions/provide more detailed directions/ limit number of direction given at one time
20. Provide course syllabus/outline
21. Use progress charts, informal individual feedback, interviews
22. Give instruction through several sensory modalities (written, oral, etc.)
23. Provide materials that are programed/self checking
24. Brief the student on key points before starting assignment
25. Check out textbook for home use
26. Do not grade spelling on non-spelling assignments
27. Require fewer correct responses in order to achieve a specific grade
28. Allow more time for regular assignments
29. Break the assignment into a series of smaller assignments
30. Reduce the reading level or quantity of reading required
31. Underline/Outline major points in the regular assignment
32. Memorization of long paragraphs broken down into parts
33. Use different format materials to teach the same content
34. Use high interest/motivating materials along with drill materials
35. Use interest checklists, informal interviews to determine student interest
36. Share remediation or reinforcement materials from other grade teachers
37. Provide study aids (hints, cue cards, spelling list, guides, calculators)

ASSIGNMENT LAYOUT AND DESIGN:

1. Provide adequate white space, prevent overcrowding
2. Good organizational flow
3. Provide adequate and definite answer areas
4. Avoid confusing diagrams and over detailed maps
5. Limit number of activities on one page
6. Limit volume of materials presented
7. Provide examples
8. Avoid lengthy instructions
9. Avoid visual distraction
10. Avoid transferring within the page, or page to page

DIRECTIONS:

1. Use familiar terms
2. Avoid complex sentence structure
3. Provide clear, adequate directions and examples
4. Limit number of steps and skills required within one set of directions
5. Avoid extraneous information

CONTENT

PRESENTING CONTENT:

1. Verbal Instruction - speak slowly
2. Discussion
3. Audiovisuals
4. Chalkboards
5. Charts, pictures, diagrams, handouts
6. Computers
7. Tape-recorded material
8. Textbooks
9. Demonstrations
10. Worksheet/Workbooks
11. Small groups
12. Peer tutoring - Peer can make carbon copies of notes
13. Study guides/ study sheets
14. Learning centers
15. Outlines
16. Highlighting
17. Copy of class notes, teacher's notes or another peer's
18. Color-coded materials
19. Course syllabus/outlines
20. Outline before lecture
21. Cassette recording of lecture
22. Review daily
23. Hands-on materials, learning by discovery
24. Labs
25. Debate topic
26. Building models
27. Role-playing
28. Games
29. Brainstorming/ Problem Solving
30. Interviewing
31. Self-directed activities

CONTENT MODIFICATION:

1. Provide content appropriate for student's level and ability
2. Provide clear objectives
3. Provide skill mastery needed to succeed in the class or for passing courses
4. Appropriate reading level and amount of reading
5. Good organization, pacing and sequential planning
6. Educational value - not time filler
7. Emphasize student strength rather than weakness
8. Do not emphasize memory skill or rote knowledge response
9. Reduced amount of work or fewer number of problems
10. Break assignment into very short tasks
11. Give specific questions to guide reading
12. Show the paragraphs where information can be found

TESTS

ALTERNATIVES TO TESTS:

1. Pre/Post test to determine progress
2. Open book test
3. Take-home test
4. Group test
5. Test on tape
6. Project in place of test
7. Students make up test questions
8. Oral exam
9. Provide a writer
10. Allow use of memory aids and references
11. Do not grade down for spelling errors

CONSTRUCTING A GOOD TEST:

1. Type tests and provide readable copies
2. Provide an example on test, or before test
3. Keep directions simple
4. Avoid excess use of "fillers" and negatives such as: all of the above, none of the above, or all except
5. Use shorter sentences
6. Reduce readability of questions
7. Provide a concise study guide. Review for correct information
8. Be aware of test anxiety
9. Limit time pressure
10. Avoid too many different types of questions
11. Provide flexible testing format and routine
12. Limit length of test
13. Test what was actually presented
14. Measure content mastery not reading ability
15. Begin with easy question then move towards more difficult questions
16. Avoid transferring answers to answer sheet
17. Be consistent with the same test style throughout the year.

Multiple Choice Tests:

1. Arrange answer choices vertically on the page
2. Allow students to circle correct answer
3. Limit number of choices to three or four

Matching:

1. Place all matching items and choice selections on the same page
2. Use small groups of matching questions, limit 5
3. Have only one correct answer for each item - Eliminate guessing

True/False:

1. Avoid stating questions in the negative
2. Avoid trivial statements that do not assess student knowledge
3. Allow students to circle their choice

Completion:

1. Blank size should match the response
2. Provide enough information in the question to facilitate recall
3. Provide word banks for the test
4. Place the word in the bank as many times as it is used

Essay:

1. Be sure students know the meaning of clue words, such as compare and contrast, describe, etc.
2. Provide appropriate space for anticipated answer length
3. Allow students to omit or choose between essay questions
4. Provide alternatives to answering written essay questions

INSTRUCTIONAL ACTIVITIES FOR DIFFERENT LEARNING STYLES

VISUAL LEARNERS:

1. Use flash cards printed in bold bright colors
2. Have student close eyes and visualize words or information in his head
3. Provide visual clues on chalkboard for all verbal directions
4. Give student written directions in assignments
5. Allow students to read information needed for assignments rather than relying on oral presentations
6. Have visual learners read to an auditory learner
7. Allow written reports or projects in place of oral presentations
8. Have student outline information
9. Additionally provide:

Using the VCR	Diagrams on the chalkboard
Overhead projector	Bulletin boards
Computer software	Posters and task cards
Globes and maps	Charts or filmstrips
Books and pictures	

AUDITORY LEARNER:

1. Give verbal as well as written directions
2. Tape important reading materials
3. Give student oral rather than written tests
4. Use published audio tapes with the student
5. Have student drill aloud to himself or another student
6. Tape stories or math facts and replay as needed
7. Additionally have students engage in:
   - Oral reports
   - Taping stories or math facts and replay as needed
   - One to one interviews
   - Group discussion
   - Taping stories
   - Plays, choral reading, singing
   - Spelling bee
   - Oral multiplication speed drills

KINESTHETIC LEARNERS:

1. Using classroom demonstrations when possible
2. Building models instead of writing reports
3. Using role-play or simulations
4. Teach the student to take notes
5. Allow student to draw or doodle while listening
6. Using manipulable objects
7. Use individual chalkboards for problems
8. Additional:
   - Manipulative vocabulary games
   - Construction projects with clay, clothes pins, etc.
   - Individual chalkboards for problems
   - Self-correcting materials
   - Manipulatives for math skills

ALTERNATIVES TO WRITTEN REPORTS

1. **Selling a book, idea, or concept:** The student tries to convince the rest of the class that his idea is the best.
2. **Radio Broadcast:** Students may act as newsmen broadcasting descriptions of exciting events into a tape recorder.
3. **Panel Discussion:** Panels may be formed by several students reporting on the same topic.
4. **News Stories:** Write the report in newspaper format with headlines and by lines.
5. **Letters:** To authors, athletes, politicians, and local community and civic leaders.
6. **Poetry:** Write an original poem about the event, character, problem, or idea.
7. **Dress Up:** As one of the main characters.
8. **Illustrate:** A sequence of events or experiments.
9. **Build a Model:** Atoms, molecules, or diorama.
10. **Paint a Mural:** Depict sequence of events
11. **Create a Crossword Puzzle:** Give a oral report and have the class solve the puzzle.
12. **Construct a Collage or Mobile:** Use pictures or characters from texts t depict the main idea.
13. **Produce a Filmstrip:** Use a projector to show it
14. **Develop a Visual Timeline:** Such as a historical event.
15. **Demonstrate:** Perform an experiment and document each phase.

ALTERNATIVE APPROACHES TO STUDENT GRADING

1.	Traditional Grading -	Letter grades or percentages are assigned.
2.	Pass/Fail System -	Broad-based criteria are established for passing or failing.
3.	IEP Grading -	Competency levels on student's IEP translated into the school district's performance standards.
4.	Mastery-Level or Criterion Grading -	Content is divided into sub-components. Students earn credit when their mastery of a certain skill reaches an acceptable level.
5.	Multiple Grading -	The student is assigned and graded in several areas, such as ability, effort, and achievement.
6.	Shared Grading -	Two or more teachers determine a student's grade.
7.	Point System -	Points are assigned to activities or assignments that add up to the term grade.
8.	Student Self-Comparison -	Students evaluate themselves on specific activities required for a certain grade.
9.	Contracting -	The student and teacher agree on specific activities required for a certain grade.
10.	Portfolio Evaluation -	A cumulative portfolio is maintained of each student's work, demonstrating achievement in key skill areas from kindergarten to Grade 12.

ORGANIZATIONAL NOTEBOOK

Many students have difficulty with tasks involving organization of time and materials. Success for these students in the regular classroom may be facilitated by teaching such skills as notebook organization. Both the teacher and student may then have a system to assure that such activities as homework assignments have been copied accurately and returned at the proper time.

The organizational notebook minimizes the problem of students who are afflicted with a bad case of the "It was right here a minute ago, Syndrome." Almost everything the student needs, with the exception of textbooks contained in one package.

The organizational notebook is effective for many students. A homework assignment sheet is maintained in each folder for each subject.

Materials needed for notebook organization:

1. One 3-ring binder to hold all materials.
2. One paper calendar - current month is at the front of the notebook. Record assignment due dates, test dates, school activities, etc.
3. One plastic pouch for pencils, erasers, pens, a calculator, highlighter, small Post-It notes.
4. One folder with pockets for each subject. (Try to coordinate with color of the textbook.)
5. Loose-leaf paper or spiral notebook for each subject.

COLOR-CODING TEXTBOOKS AND ASSIGNMENTS

COLOR KEY: GREEN = Vocabulary Words

PINK = Definitions

Yellow = Important Facts

1. Code all vocabulary in green.
2. Code all definitions for words in pink.
3. Code all answers to check-up questions and review questions in yellow. Write page number for these answers next to each question.
4. Code any key fact listed in the chapter in yellow.
5. Code any answer to teacher made materials or worksheets in yellow.
6. Code any test information in yellow.
7. **BE CONSISTENT WITH ALL MATERIALS.**
8. USE SMALL POST-IT NOTES OR POST-IT FLAG IN THE SAME COLOR WHEN WRITING IN THE BOOK IS INAPPROPRIATE.

PEER TUTORS

A peer tutor is another student who can and will effectively communicate with a student with a disability. A peer tutor can assist by;

1. Making certain directions of an assignment are understood.
2. Reading important directions and essential material to the student.
3. Participating in repeated oral reading and sustained oral reading practice.
4. Increase academic responding in all curriculum areas.
5. Orally summarizing important textbook passages for the student.
6. Recording answers to tests and assignments.
7. Cooperative group assignments.
8. Reminding student to take home books and assignments.
9. Being a friend !